

Present Levels of Educational Performance

PAGE Conference
April 2011

Handouts- <http://ccgiftedcollaborative.wikispaces.com/>

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Competencies

- Differentiate between the types of assessments and their purposes
- Critique your district's assessment system and its functionality for gifted education
- Construct a more robust PLEP for GIEP planning

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Assessments

➤ What are you using?

- List one per post-it
- Place post-it in the category you think it belongs

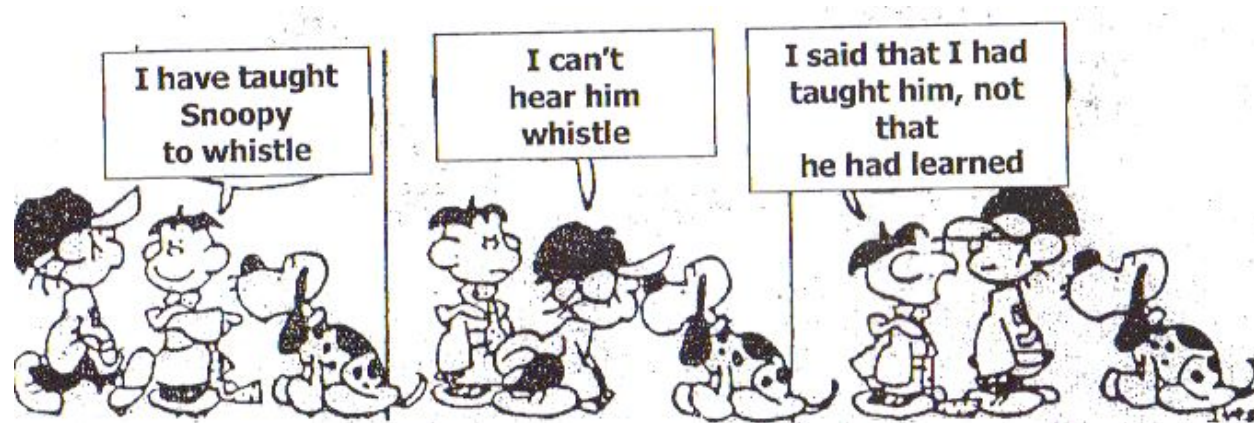


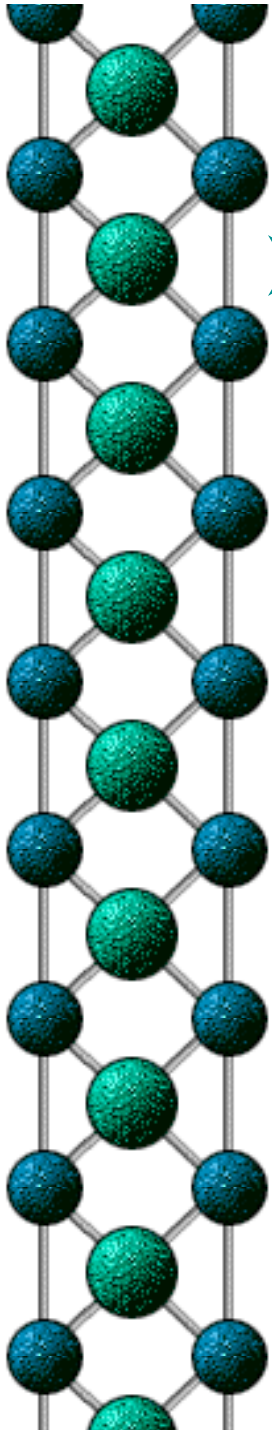
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Assessment – It all begins here

➤ Four Types of Assessments:

- Summative
- Benchmark
- Diagnostic
- Formative





Types of Assessments

➤ Summative

- Assesses what students have had an opportunity to learn – after instruction
- The “Educational Autopsy”
- Cumulative in nature
- Used to determine whether students have met the course goals
- Used to set district and school-wide goals to improve student outcomes
- Examples:
 - State Tests (PSSA, Keystone Exams)
 - Mastery Tests
 - Unit or Chapter Tests
 - Final Exams



Types of Assessments

➤ Benchmark Assessment

- Given on student's actual grade level
- Assesses end of grade level expectations
- Administered 3 or 4 times per year
- Compares student to same age peers
- Becomes a universal screener when administered to a whole grade level
- Used to evaluate the core, discover trends, identify at-risk students
- Examples:
 - DIBELS/AIMSWeb
 - 4Sight



Types of Assessments

➤ Diagnostic

- Provides insights into the student's strengths, needs, knowledge and skills prior to further instruction
- Targeted for specific audience
- Examples:
 - WIAT
 - DRA
 - Woodcock Johnson III
 - MAPs
 - GRADE (Group Reading Assessment and Diagnostic Evaluation)
 - Gates-McGinitie
 - Classroom Diagnostic Tool (CDT)



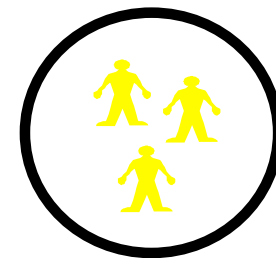
Types of Assessments

➤ Formative

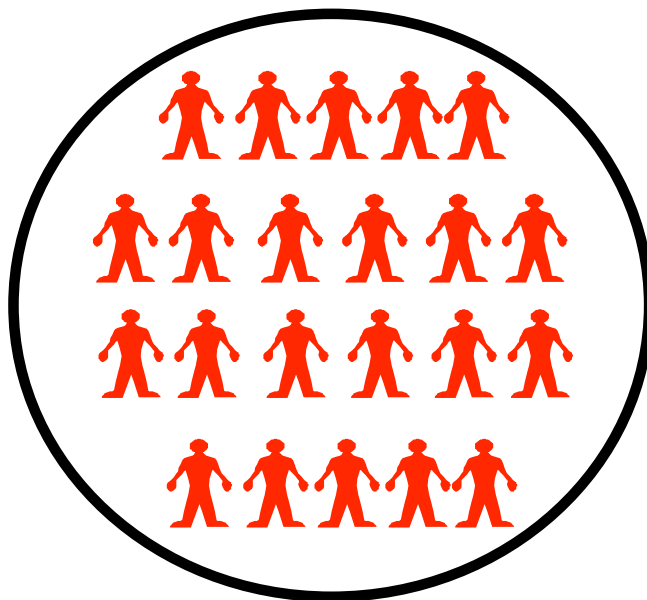
- Assesses what students have had an opportunity to learn – during instruction
- Allows teachers to adjust teaching practices to improve student learning
- Should not be used to evaluate or grade students but can provide ongoing feedback
- Formal or Informal
- Examples:
 - Progress Monitoring Measures
 - Quizzes
 - Ticket out the Door, White boards, Thumbs Up/Down
 - SAS Assessment Creator
 - PSSA Sampler

Our System Prior to Change

Special / Gifted Education



Sea of Ineligibility

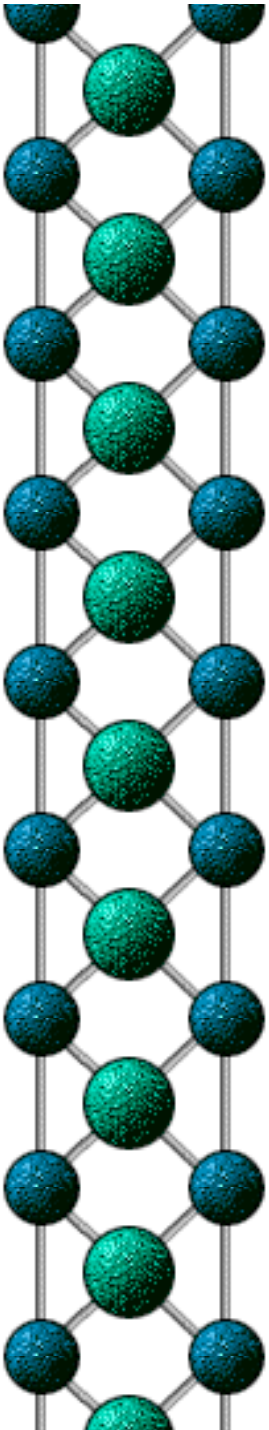


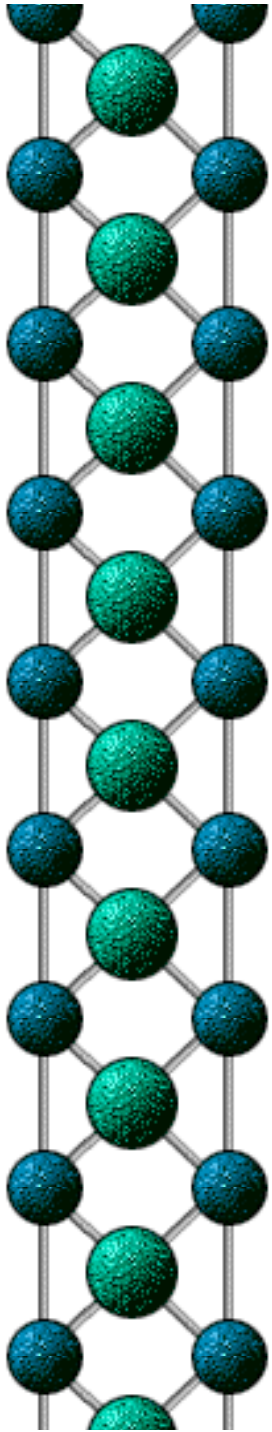
General Education

An Effective System...

- finds the child
- has an assessment plan that is prescriptive
- has defined targets
- has a clear link to curriculum and instruction

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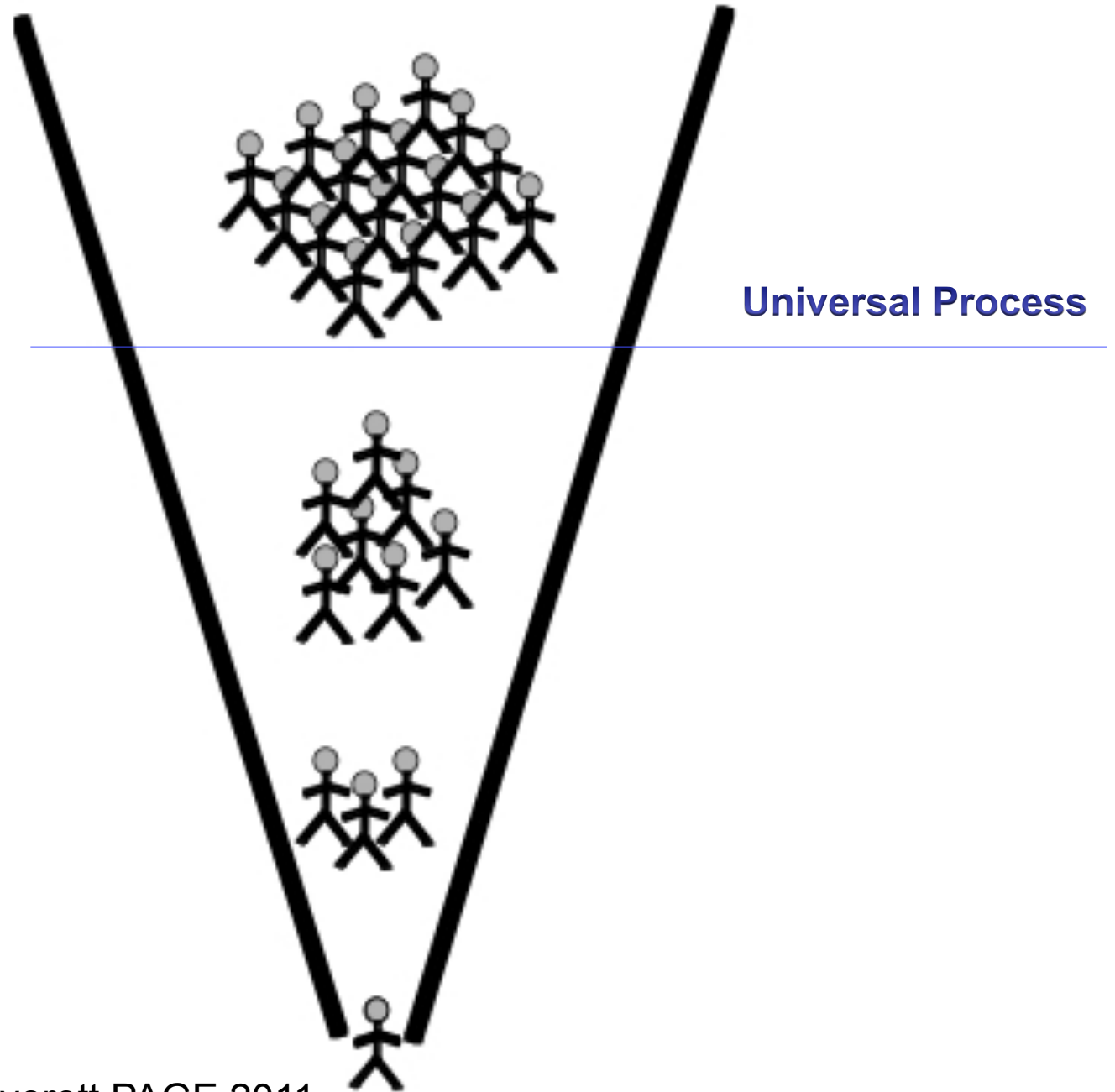
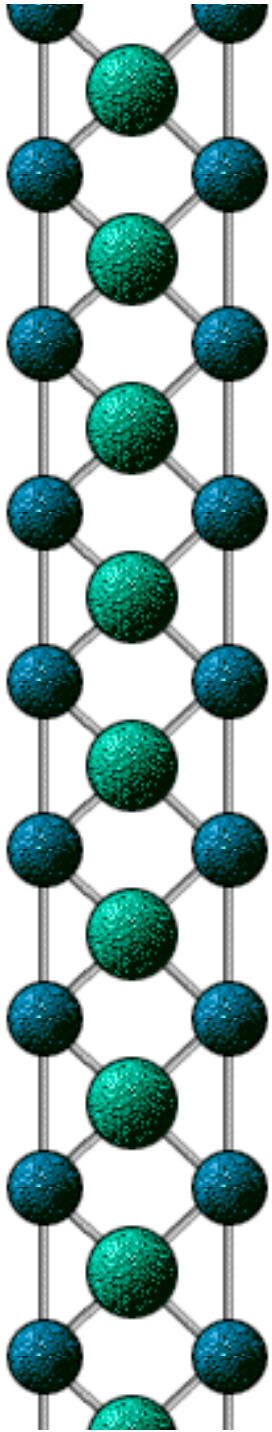
What comes first?

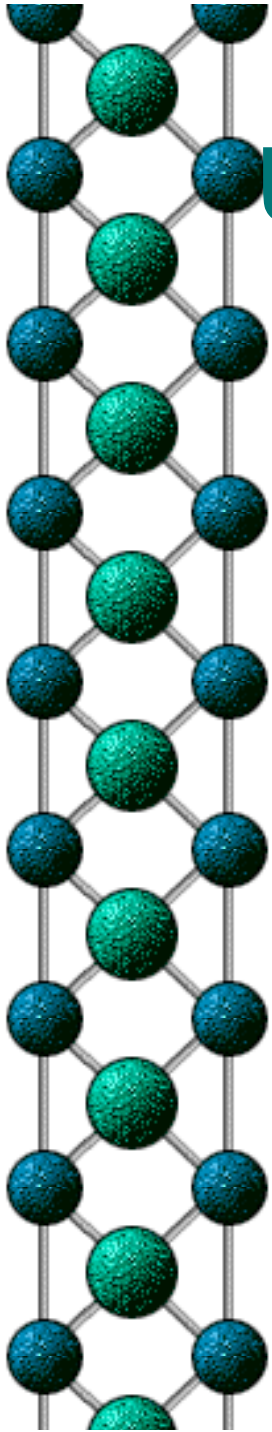
Summative

Benchmark

Diagnostic

Formative

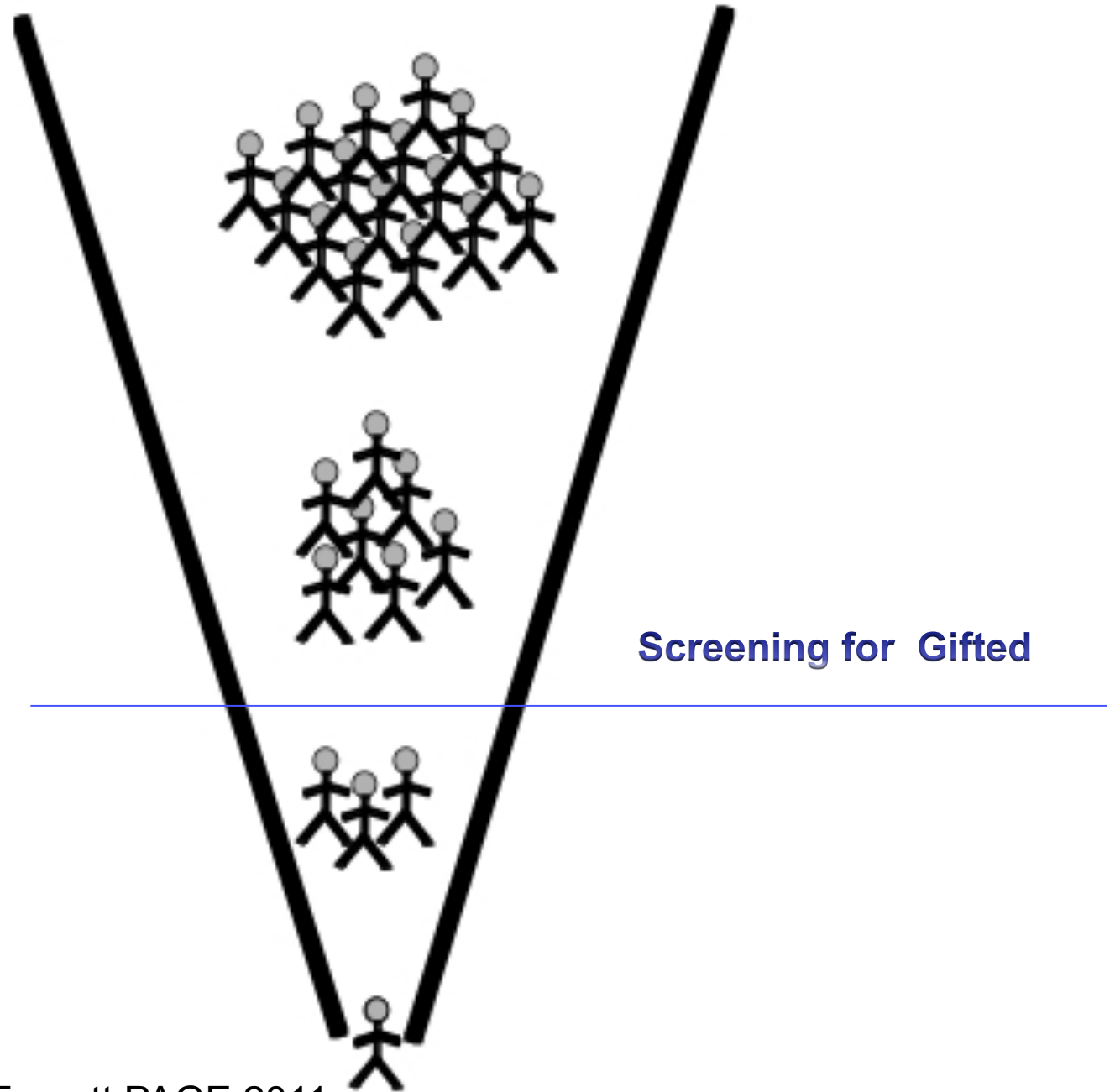
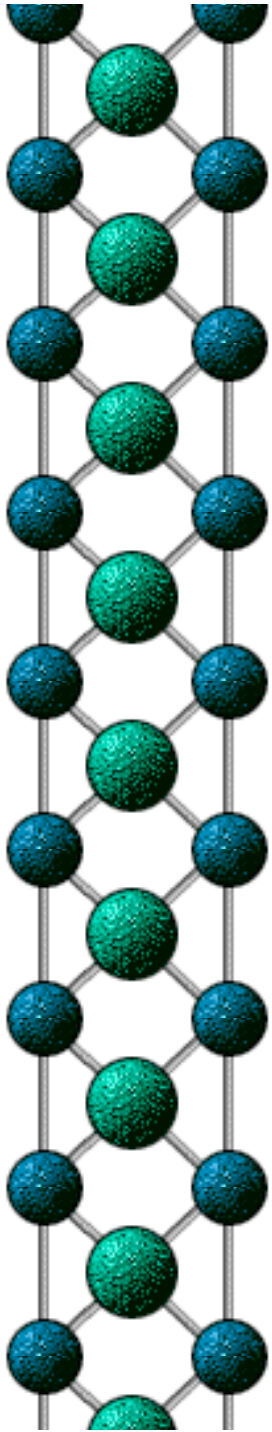




Universal (Screening) Process

➤ Current District Tools

- Can we use tools that are already in place in our districts?
 - DIBELS/AIMSweb
 - Math Probes
 - Common Assessments (that are already administered to every child in a particular grade level or content area)
 - PSSA Results
 - PVAAS Reports
 - Standards Based Report Card



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Screening for Gifted Process

- Who – students who meet universal screening “cuts”
- When – no timeline, can happen anytime throughout the year
- How – administering further screening tools and obtaining teacher input
- Why – to determine who goes on to a full scale evaluation



Gifted Screening Tools

➤ K-BIT2

➤ WASI

➤ WIATII

➤ NNAT

➤ OLSAT

➤ CogAT

➤ SCAT

➤ STEP

➤ Woodcock-Johnson
III Cognitive
Abilities

➤ GRS

➤ RAVENS

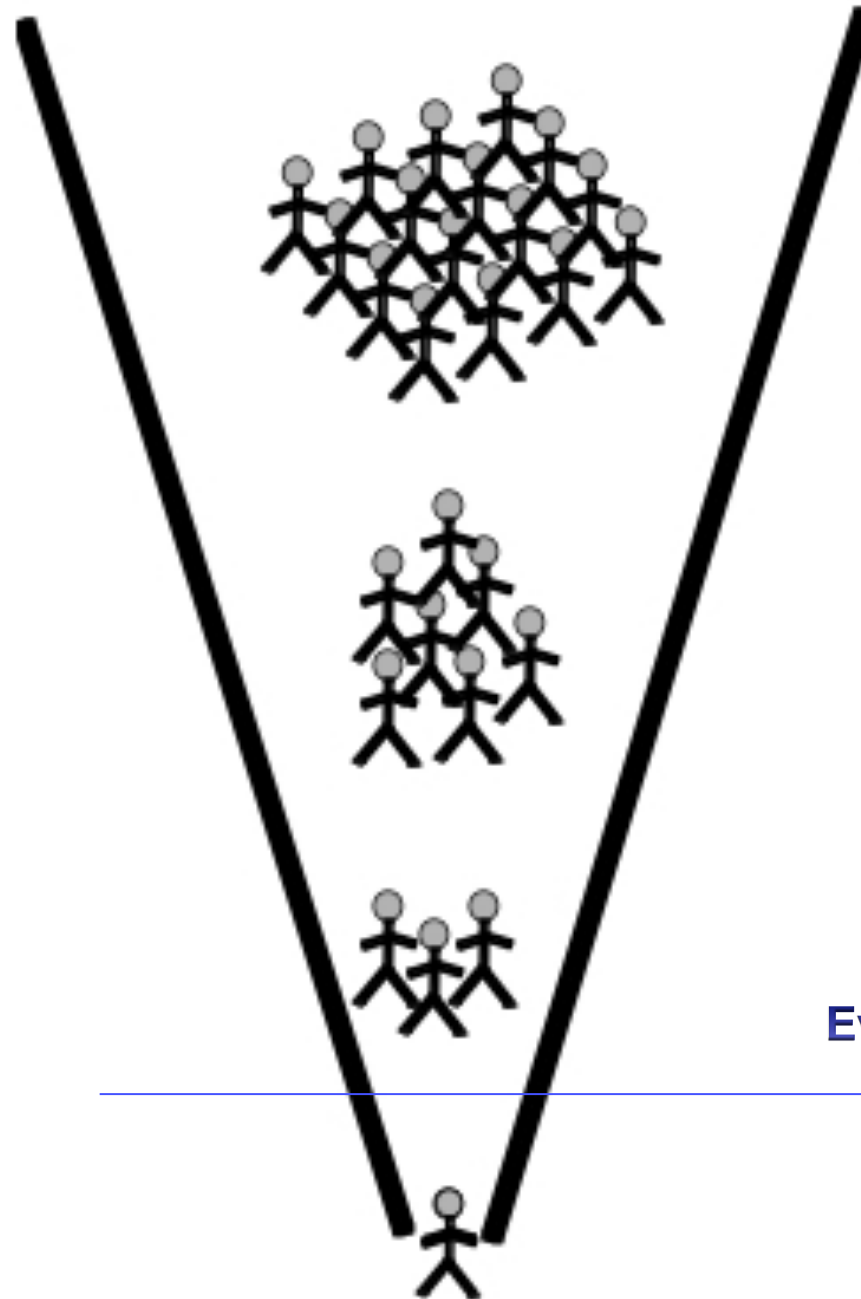
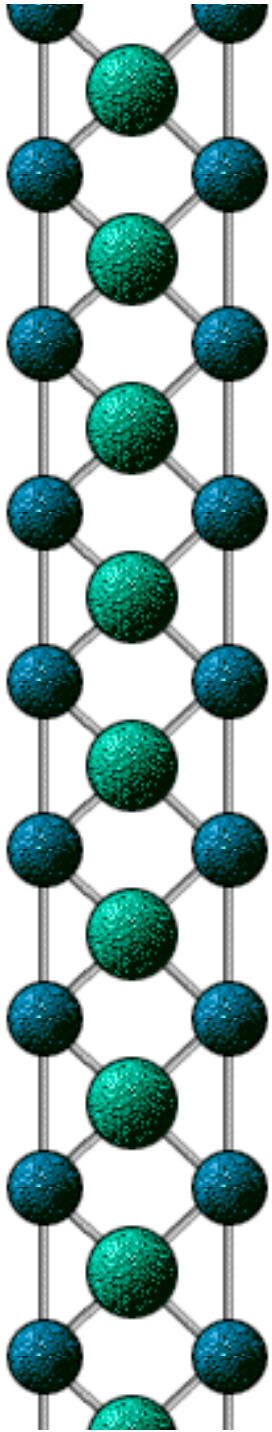
➤ TTCT



Teacher Input

- Renzulli-Hartman Scales
- Chuska Scales
- Silverman Scales
- Jim Delisle and Teacher's Gifted Student Nomination Form
- GRS
- District Created

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Evaluation (GWR)



Evaluation for Gifted

➤ Who – students who meet gifted screening “cuts”

➤ When –
60 calendar days from signed
Permission to Evaluate

➤ How
IQ test, parent/student input, other
criteria



Intelligence Quotient Test

➤ Stanford-Binet

➤ WISC-IV

➤ RAVENS ***

➤ Important link:

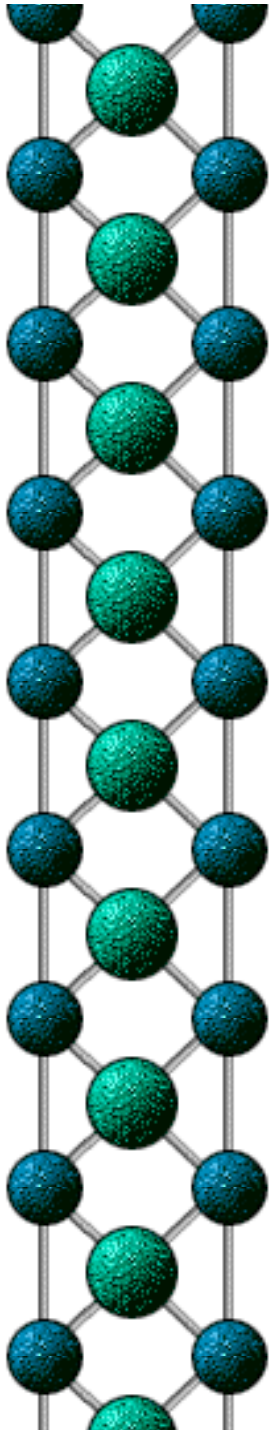
*Neumann, Types of Assessments and Evaluations, NAGC,
2e newsletter*

<http://www.nagc.org/index.aspx?id=1263>



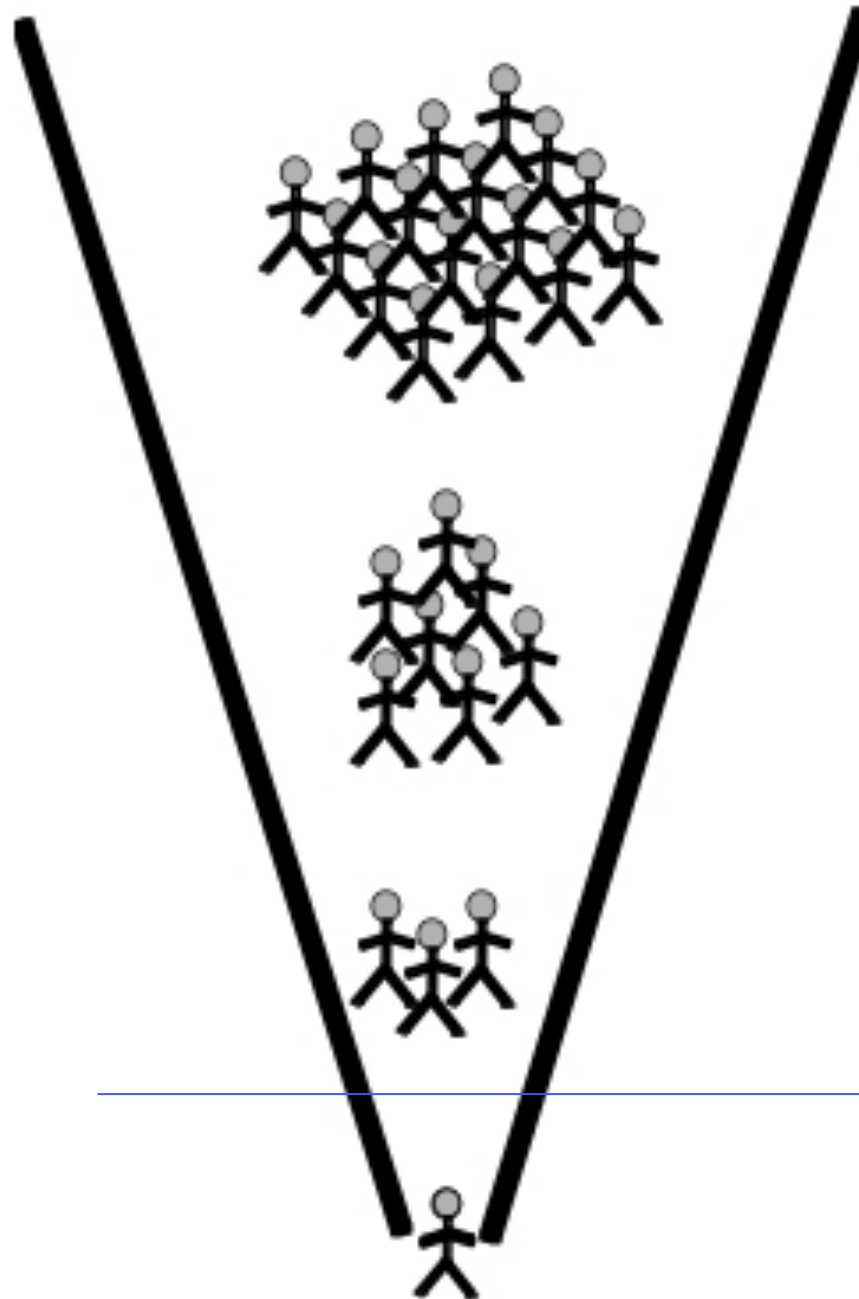
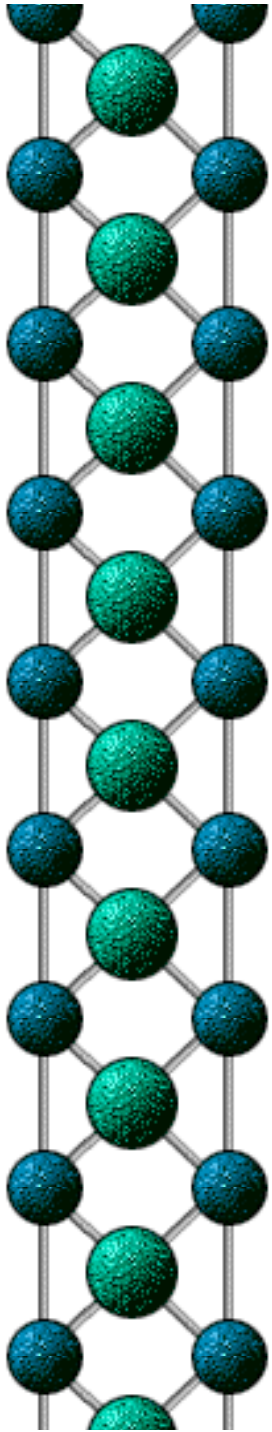
Parent/Student Input

- What are you using??
- No standard form, left up to district discretion
- NAGC - Characteristics of gifted children

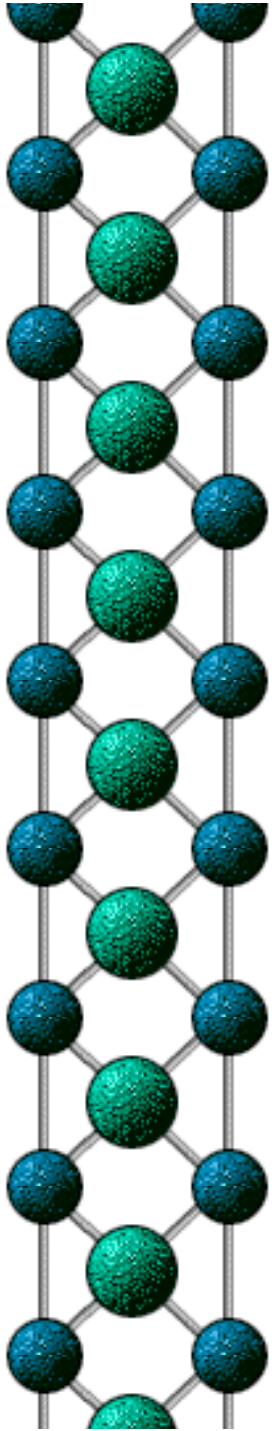


Multiple Criteria

- Achievement test scores
- Acquisition and retention rates
- Demonstrated achievement, performance or expertise in one or more academic areas
- Higher level thinking skills, academic creativity, leadership skills, academic interest areas, communication skills, foreign language aptitude or technology expertise



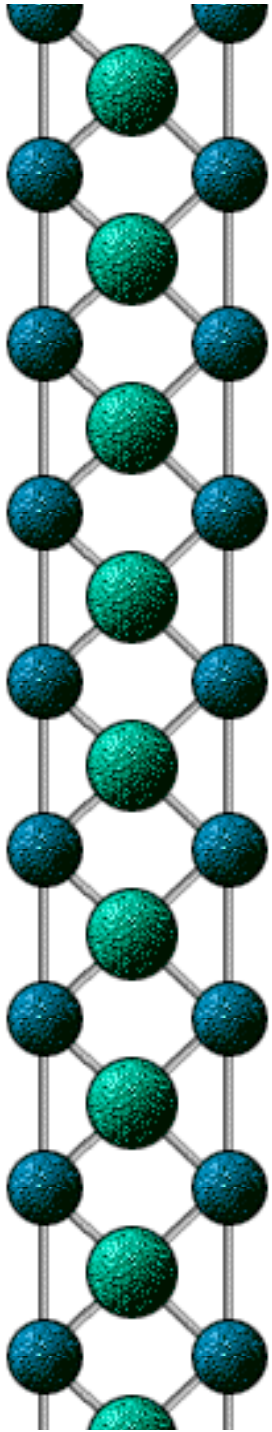
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Can the identification process
inform the initial PLEP?

YES!!!

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**Should there be additional
information to inform the
initial PLEP?**

YES!!!

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PLEPS

- Ability
- Achievement
- Grades
- Progress on Goals
- Instructional levels
- Aptitudes/interests/specialized skills/products

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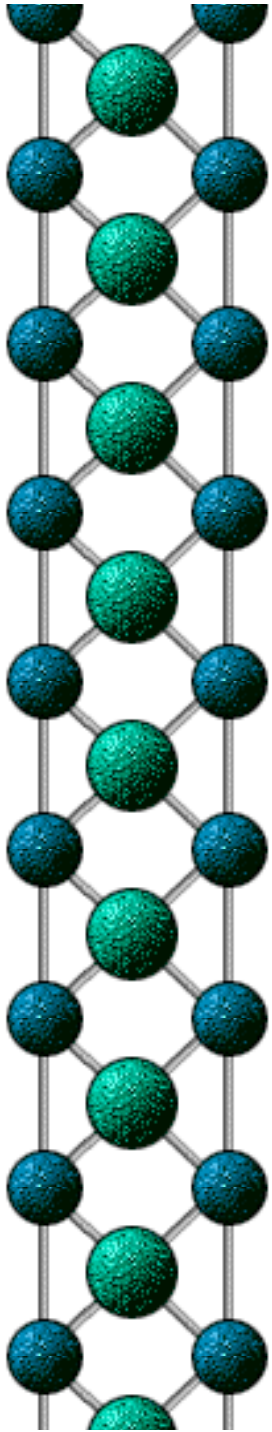
PLEPS

- Current (within last year)
- Indicate present mastery level
- Help us measure growth
- Establish strength areas
- Not a standard list
- Report progress on goals (maintenance)



Current

- Assessments should be from the most recent year
- Could be above grade level



Indicate present mastery level

- Mid-terms/finals/CBA's
- Diagnostic Tests
- Must be linked to standards
- Clear decisions about what constitutes mastery
- Consider out of level testing

Diagnostic tests

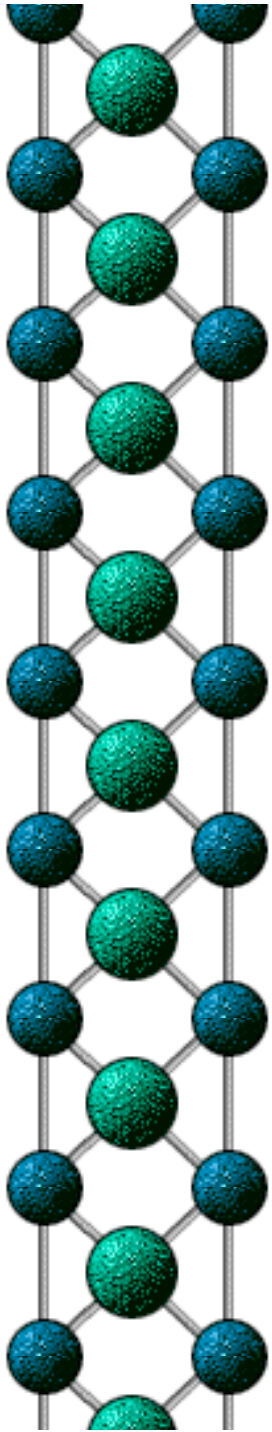
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- MAPS
 - DORA
 - DOMA
 - GRADE
 - GMADE
 - ITBS
 - STAR
 - CDT

Measure Growth

- To know how far they have grown, we need to know where they start
- PVAAS projections – to Advanced



<http://www.flickr.com/photos/dulwichrunners/4660318629>



Establish areas of strengths

- Gifted kids' needs stem from their strengths – not their deficiencies
- Twice exceptional students needs stem from both – documented giftedness and documented learning disability.

- *Dr. Julia Roberts, Western Kentucky University, 2011*

Not a standard list

- Driven by individual child
- Not a static list determined by the district

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Progress on Goals

- Goals may not always be completed
- Include results from your objective criteria

Failure is an option.



In review

The National Association for Gifted Children recommends that assessments should meet the following criteria for instructional decisions:

- 1. Measure important learning outcomes**
- 2. Address (a) instructional placement (b) help measure instructional progress and (c) provide diagnostic information for content difficulties to develop instructional plans**
- 3. Provide clear descriptions of student performance that can be linked to instructional action**
- 4. Be compatible with a variety of instructional models**
- 5. Be easily administered, scored and interpreted by teachers**
- 6. Communicate the goals of learning to both students and teachers**
- 7. Generate accurate, meaningful information**

These criteria can help determine if the Curriculum Based Assessments are effective tools.

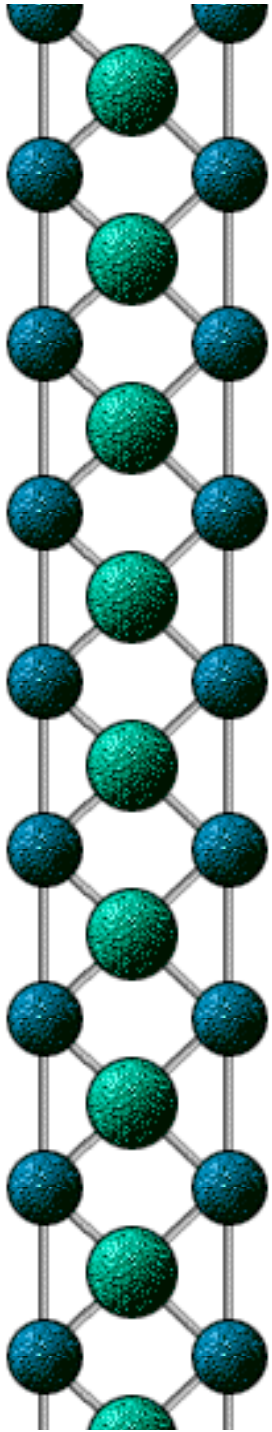
<http://www.nagc.org/index.aspx?id=4022>

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Build a PLEP

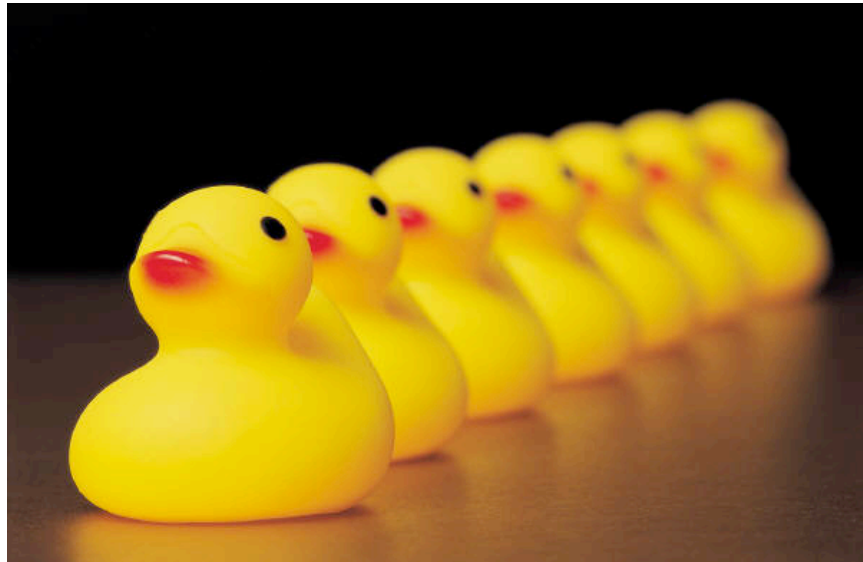
- Review data on cards
- Discern what should be included in your PLEP
- Create PLEP
- Apply the checklist





When there is more time....

- Apply checklist to the PLEP's you brought with you

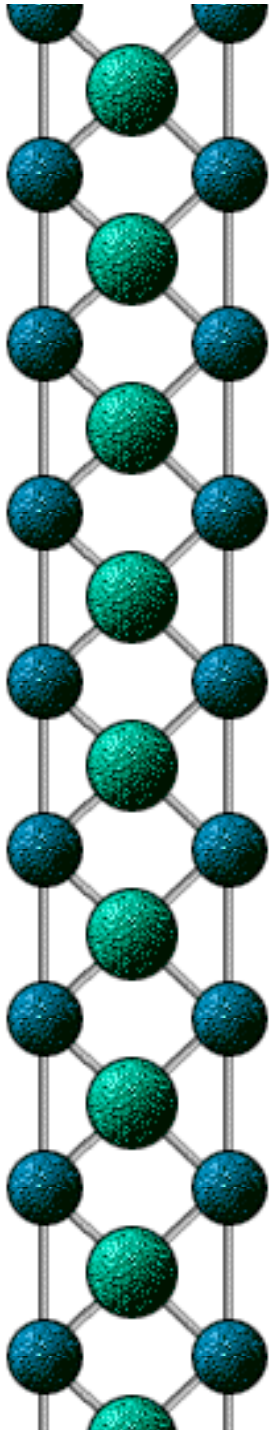




Summarizer

➤ 3-2-1

- Three most important nuggets you learned
- Two additional questions you now have
- One item/tool that would trigger your memory of this session



Thanks for your attention.

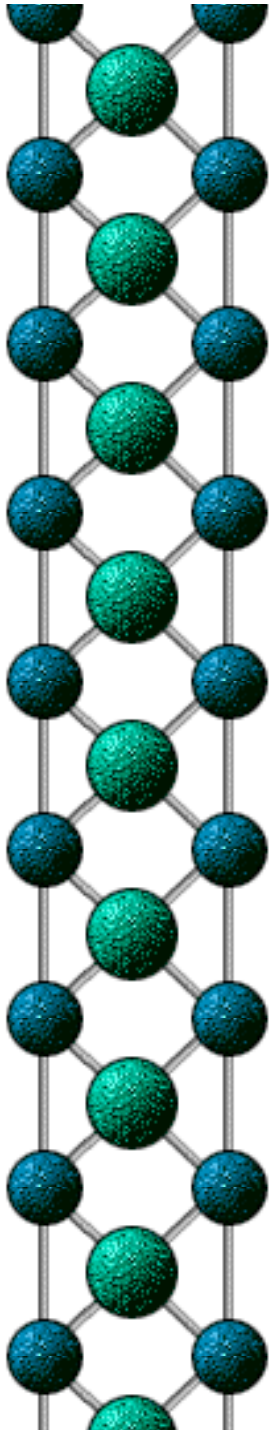
➤ Questions or concerns??????

➤ Contact information:

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Contact information

- Cheryl Everett
- Gifted Liaison
- Chester County Intermediate Unit
- cheryle@cciu.org



Resources

- Block Love, Linda. *Bumping Up the Resolution*. 2009.
- Block Love, Linda. *Does It Belong in PLEP*. 2009.
- Curl, Shirley. *What to Do With the Gifted Few: A SMART Approach*. 2009
- Deal, Linda. *Summary of Possible Assessments for Present Levels of Educational Placement*. 2010.
- Maguire, Kim. *Gifted Education in Pennsylvania Forms and Protocols*. 2010.
- Pennsylvania Department of Education, Gifted Education Resources
http://www.education.state.pa.us/portal/server.pt/community/Gifted_Education/7393/